**Producers and Consumers in the Local Community**

**Teacher Candidate** Bobbi Jo Williams **Grade Level** 3rd Grade **Date of lesson** December, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this lesson is to have students become more familiar with the businesses and services offered in their community and recognize whether a good or service is being provided and who the consumers and producers are in their community.

**3SS4:** Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

**3SS4.a**: Describe examples of goods and services provided in the local community and explain how they meet the needs and wants of the people.

**3E3b.3:** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Students will be able to identify themselves as consumers and producers in their community setting and the interdependence of each one on the other and relay that information through a role play activity.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have taken a field trip through their community to take photos of the local businesses and service providers. They are familiar with goods and services, what a business is, and what services are ie: police, fire, post office. They are ready to progress toward producers and consumers. Students are also familiar and experienced in making concept webs.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to define consumers and producers, dramatize the role each plays in their own community and develop a story based on the facts about consumers and producers in their community.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed on the graphic organizer to make sure the connections between consumers and producers are being made. Students will also be judged on their contribution to the community book with a rubric created by the class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Photos from recent field trip (One for each student to use in book)

Jennifer S. Larson’s “Who’s Buying? Who’s Selling?”

Website for graphic organizers <http://www.thinkport.org/technology/template.tp>

Skit format paper (Attached)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Direct instruction method** will be used because the students are not completely familiar with the terms to be discussed. Initial exposure followed by guided practice and then independent practice will allow the students to scaffold their prior knowledge of goods/services with the new information about producers and consumers.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important).

Ask the students the following questions:

Have you ever bought a cold drink at a lemonade stand or piece of candy from the store?

Have you ever baked cookies for a school bake sale?

Explain to the students that if they have done these things then they are considered consumers and producers of their community.

Read the book, “Who’s Buying? Who’s Selling?” by Jennifer S. Larson.

As a class, list the key vocabulary words from the story on the board. (Consumer, Producer, Goods, Service). Together list the names of some of the local businesses and service providers on the board. Tell the students that they have already taken some very good photos of the businesses and service providers in our own community and now they will make a graphic organizer of these businesses and the goods and/or services that they provide and then construct a story of their community’s goods and services of their community and what it means to be a producer and consumer.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Have the photos that the students have taken from an earlier field trip displayed at the front of the class.
2. After reading the story and explaining the lesson, reestablish the idea that the businesses and service providers in the community provide goods and services.
3. Explain that they will now organize their findings using a graphic organizer of their choice from the website listed.
4. Model for them how to construct a concept web by placing the first business or service provider on a web. Suggest a Grocery Store and write it in the middle of the web. Next ask the students if the grocery store provides goods or services. What service or good is supplied? What makes a grocery store a producer?
5. Off of the goods or services from the grocery store, make connections with who would likely obtain these items and list them in the web.
6. Ask the students what makes these people consumers?
7. Next, let the students work independently on their own concept webs. Walk around to assist and to assess individual progress.
8. After about 10 minutes, partner the students with their elbow neighbor and have the class paper handler distribute the skit format paper to each pair of students. Have them choose either the role of a consumer or a producer and a good or service from their communities list.
9. Give the students about 15 more minutes to work out their skit and then have each pair present to the class.
10. Finally, have the students write about their photo and the good or service the business provides. The story should include who the producer is and who possible consumers might be. These will be collected and placed into a book.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives).

Gather the class together and discuss the terms producer and consumer. Point out the book that was just made by the class. Make sure to point out that they “produced” the book making them “producers”. Ask them what they would have to do with their book to become consumers? Ask the questions, “How can we be both producers and consumers in our community?” “What would happen to the businesses and service providers in our community if there were no consumers?”

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | 1. Low level reading and writing  2. Evaluated | Student will be able to draw pictures for their graphic organizer. They will also be able to draw for their contribution to the classroom community book. |
|  | 1. Lacking social skills  2. IEP | Student will be working independently and with partners on the different activities. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

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Consumer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Service or good being provided: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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